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ABSTRACT

After a devastating tornado, a firm commitment was made to rebuild Central State University. As a college, its mission was to provide teacher training, to develop technical programs, and to stabilize these programs for minority students. In 1965, Central State was granted university status. The Central State University is plagued by two issues: (1) closing or merging with neighboring institutions, and (2) inequities in the procedures for allocating State subsidy to the university. Despite its problems, Central State University has provided the state of Ohio with outstanding graduates who contribute their skills and talents in positions that range across the economic and professional spectrum. Recommendations of this report are addressed to the university administration, faculty, students, alumni, the board of regents, and the Ohio general assembly. The recurring theme is that existing resources must be maximized not only internally but externally as well. Development of creative programs that attract students across various sectors is necessary. Efforts need to be exerted to demonstrate the university's ability to work cooperatively with other institutions to develop stronger programs, and to promote planned educational seminars and student support programs. Appendixes include financial data and appropriations, enrollment figures, and staff biographies. (Author/PG)

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central state university
its unique role:
in retrospect
in prospect

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"the greatness of a nation may be manifested in many ways—in its purposes, its courage, its moral responsibility, its cultural and scientific eminence, the tenor of its daily life. but ultimately, the source of its greatness is in the individuals who constitute the living substance of the nation."

rockefeller brothers fund report
1958

AN ADDENDUM

The Special Committee to Study and Articulate the Role of Central State University had completed, in draft form, its findings and recommendations concerning the future of the institution when, on the evening of April 3, 1974, Central State University was devastated by a tornado. The damage to the physical facilities was so extensive that it was necessary for the Committee to postpone its meeting, scheduled for April 5, 1974, until a later time.

In the interim between the tornado and the Committee's next meeting on June 14 and 15, 1974, several significant events with long range ramifications occurred:

> . . . Governor John J. Gilligan joined President Richard M. Nixon in committing public resources to the rebuilding of CSU. The administration and faculty of the institution demonstrated, beyond doubt, their commitment to the task of educating youth without regard for obstacles. Despite the fact that approximately 85 percent of the university's instructional facilities were severely damaged, only seven days of classroom time were lost and ***commencement was held, as scheduled,*** on June 9, 1974. Alumni and concerned citizens from throughout the nation rallied to assist CSU and to demonstrate their concern for the continuance of this unique educational institution.

The Committee was impressed by these outpourings of support for Central State University, including those from other educational institutions. These events reinforced the Committee's conclusion that CSU should be: 1) appreciated for the unique responsibility it has assumed in educating Ohioans; 2) financed on a more stable basis; 3) strengthened internally and publicized more extensively externally; and 4) provided the resources to build, to equip, and to maintain a first class physical plant.

The events of April 3, 1974, have not, in this Committee's view, altered the basic circumstances under which CSU has had to operate for past decades. Moreover, many of the recommendations contained in the following report have taken on added urgency given the fact that a new physical plant is in the institution's immediate future. The opportunities for enhancing the work and expanding the contribution of CSU have never been better than they are today; this Committee, while appreciating the pledge of Governor Gilligan to rebuild the University, hopes that the State of Ohio will move forward rapidly to fulfill this commitment.

CENTRAL STATE UNIVERSITY – ITS UNIQUE ROLE
IN RETROSPECT IN PROSPECT
A SUMMARY

After a devastating tornado, through mass public, presidential, and gubernatoral support, a firm commitment was made this year to the "rebuilding of Central State University."

In Retrospect: As a college, its mission was to provide teacher training, to develop technical training programs, and to stabilize these programs for minority students. In 1965, Central State was granted university status, but its graduate programs were discontinued with the 68-69 academic year.

Currently: With an enrollment of 2,000 students, Central State University offers 41 programs in three colleges, granting bachelors of arts and science and associate degrees. Faculty composition includes 32% Ph.D.'s and a general student-faculty ratio of 16:1.

Despite the above data and recent legislative appropriations, the Central State Community is plagued by two profound issues: (a) closing or merging with neighboring institutions, and (b) inequities in the procedures for allocating State subsidy to the University. This latter issue is compounded by the fact that the University has no endowment income, no subsidy from out-of-state students, and extremely limited annual revenue from fund raising, despite recent efforts on the part of the General Assembly to augment resources through a "special" operating appropriations formula. With varying levels of student achievement, financial constraints, and initial low performance levels of many entering students, Central State University is in need of support from every segment of the public.

Despite its problems, Central State University has provided the State of Ohio with outstanding graduates who contribute their skills and talents in positions which range across the economic and professional spectrum.

Role and Mission: Endowed with the philosophy of "a total integrative experience" within the community, Central State University has provided opportunities for *quality education* as well as *community* service. It has established links with surrounding communities, encouraging the exchange of ideas and providing new educational opportunities for those in mid-careers, adults in education, and minority entrepreneurs.

Recommendations: Recommendations of this report are addressed to the Central State University Administration, Faculty, Students, Alumni, the Ohio Board of Regents, and the Ohio General Assembly. The recurring theme is that existing resources must be maximized not only internally, but externally as well. Development of creative and imaginative programs that attract students across various sectors is necessary. Through combined efforts of the central administration, faculty and students, as well as the public at large, efforts need to be exerted to demonstrate Central State University's ability: to work cooperatively with other educational institutions; to develop stronger programs, particularly in the area of teacher training; and to promote planned educational seminars and student support programs. In addition, the Board of Regents must sharpen its focus on the special learning needs displayed by Central State students. The Ohio General Assembly has already been charged with the duty of establishing a minimum funding level of $6,500,000 annually as well as bringing existing inequities into conformity.

FOREWORD

This special Committee appointed by the Chancellor of the Ohio Board of Regents to study the future direction and program of Central State University was convened in early February, 1974. Four Ohioans, representative of diverse interests and parts of the State, and two former presidents of predominantly Black colleges from outside this State constituted the Committee's membership.

The assignment to study the future direction and program of Central State University presented a comprehensive challenge. In attempting to discharge their responsibilities, members of the Committee visited the University on four occasions; conferred extensively with representatives of the Board of Trustees, administration, faculty, alumni association, and students; reviewed the institution's library resources; researched, in some depth, comparative institutions of higher education with a special ethnic orientation; and made a cursory examination of the University's physical plant.

In addition, Committee members reviewed voluminous amounts of material relating to the historical, current, and future roles of the predominantly Black institution of higher education.

In its work, the Committee also reviewed information available from several nearby states—Delaware, Maryland, West Virginia, Missouri—which have historically supported institutions of higher education for Black students. This information was looked at with special interest since it was assumed that the pattern of other states might be meaningful to an analysis of Central State in the context of predominantly Black institutions in the State-supported educational system.

It is hoped that this report will assist the Ohio General Assembly, the Ohio Board of Regents, and all other agencies and organizations responsible for publicly-supported programs of higher education in Ohio to enrich and to expand the educational offerings of Central State University so that it may play an even more effective role in the total educational system.

Finally, the candor with which all segments of the Central State community approached the Committee must be acknowledged and commended, for without their willingness to share both fact and opinion with the Committee, the preparation of this Report would have been an almost impossible task.

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CENTRAL STATE UNIVERSITY – IN RETROSPECT

Wilberforce University, named in honor of the great English Abolitionist, William Wilberforce, was established at Tawawa Springs, Ohio, in 1856. It is affiliated with the African Methodist Episcopal (AME) Church and is one of the oldest Black administered institutions of higher education in the nation.

In 1887, the Ohio General Assembly enacted legislation which created a Combined Normal and Industrial Department at Wilberforce University. The objectives of this Department were: to provide teacher training for Blacks, to inaugurate technical training programs, and to stabilize these programs for minority students by assuring a financial base similar to that of other state-supported institutions.

Although the statute establishing the Combined Normal and Industrial Department declared that the institution was "open to all applicants of good and moral character," thereby indicating no limitations as to race, color, sex, or creed, it was clear that the Department and its successors were designed to serve the educational needs of Black students.

In 1890, a Ladies Normal and Industrial Hall, O'Neill Hall, was completed and named after a member of the General Assembly, Senator John O'Neill. This was the first building erected under the combined Normal and Industrial Department; it marked the beginning development of educational facilities which continued to expand in subsequent years.

Although this Department operated as a part of Wilberforce University in most respects, a separate board of trustees was appointed to govern the state-financed operations. In 1941, the Ohio General Assembly changed the Department's name to the College of Education and Industrial Arts. The two-year effort of the Department became, at this time, a four-year college program in education and industrial arts.

By 1947, the split, which was to be finalized in 1951 by the Assembly's creation of Central State College, was apparent, the state-supported operations, which had been limited to teacher, industrial arts and business education, were increased to include a four-year liberal arts program. Simultaneously, an extensive building program was launched. Wilberforce State University was the name commonly used to describe the publicly-financed parts of the Tawawa Springs operation in the late 1940's.

A third historical period began in May, 1951, when the General Assembly approved an act that the insitution should be known as "Central State College." The granting of the authority to the board of trustees to award degrees in the arts and sciences and to offer such courses and degrees as the board might provide opened up a large and serviceable area of higher education for the institution.

The fourth period of the University's history began in November, 1965, when Central State was granted university status by the Ohio General Assembly. The University was organized into the College of Education, the School of Music and Art, the College of Arts and Sciences, the College of Business Administration, and the School of Graduate Studies.

From 1965 until 1971, Central State University offered Masters degree programs in Education and English. The North Central Association of Colleges and Secondary Schools voted that the University should phase out the graduate program with the academic year 1968-69. This decision was based primarily on the view that inadequate financing and faculty over-extension would work to the detriment of the existing undergraduate program. Further study of the internal organization led to the elimination of the separate School of Music and Art and inclusion of this educational program under the College of Arts and Sciences.

During its first two decades, Central State was led by one president, Dr. Charles H. Wesley, who had been President of Wilberforce before the split in 1947. It is significant to note that, in the nine years since Dr. Wesley's retirement, there have been five changes in the administrative leadership of the institution:

- Dr. Lewis A. Jackson served as acting president during part of 1965.
- Dr. Harry E. Groves served as president from 1965-1968.
- Dr. Herman R. Branson served as president from 1968-1970.
- Dr. Lewis A. Jackson served as president from 1970-1971. He then served as acting president for 1971-1972.
- Dr. Lionel H. Newsom assumed the presidency in September, 1972.

For many years the relationship between Wilberforce University and Central State University was bitter. Law suits and disputes over property, institutional name, and other issues characterized the relationship; cooperative ventures were unheard of during this period, despite the fact that, geographically, the institutions shared the same tract of land.

CENTRAL STATE UNIVERSITY: TODAY

FACTS & FIGURES

ACADEMIC

COLLEGES:

Arts and Sciences
Business Administration
Education

PROGRAMS OFFERED:

Forty-one programs within the three colleges including special programs in Medical Technology, Afro and Afro-American studies. Also, five pre-professional programs are offered—pre-dental; pre-engineering; pre-law; pre-medical; and pre-theological.

Senior Division General Military Science Unit of the Reserves Officers' Training Corps is also available to students.

In addition to the four-year programs Central State also offers five technology programs leading to one of two associate degrees.

DEGREES AWARDED:

In the school year beginning July 1, 1972, and ending June 30, 1973, Central State awarded 449 B.A. or B.S. degrees and 10 Associate degrees.

FACILITIES

42 Principal Buildings on a 60 acre campus
Including: 17 academic buildings and 14 residence halls

The library and media center contains 150,000 documents ranging from monographs to records and microfilm data.

LOANS & GRANTS

Over $1,400,000 in Grants, Scholarships and Loans are awarded to Central State students annually.

FACULTY

148 faculty with 32 percent of the total academic staff holding the doctorate degree.

STUDENTS

1,966 undergraduates representing 30 states, the District of Columbia and several foreign countries.

Among the 1,494 Ohio residents attending in 1973-74, 45 Ohio counties are represented.

Issues and Findings

The Committee is concerned about the issues which the Central State University community perceives as significant. These issues are delineated below along with the findings which the Committee made on each.

Issue 1:

The University will be closed or merged with Wright State University.

The Committee feels that this attitude may also prevail in the surrounding communities and throughout the state; there is no question that the creation of Wright State University has affected Central State University's enrollment patterns and attitudes.

However, the General Assembly's recent appropriations of $6 million for the construction of a fine arts complex, $900,000 plus for a gymnasium, and the creation of a special committee by the Board of Regents to articulate the role of Central State indicate a commitment to the continued existence of the University at the State level.

It is the Committee's opinion that *Central State University is an invaluable asset to the state of Ohio, and should remain as an independent institution that is an integral part of the Ohio system of higher education.*

In further addressing the issue of a possible merger of Central State University with Wright State or another public supported institution in close proximity, the Committee received the following statement from the Chancellor of the Board of Regents. "There is no plan or possibility in the foreseeable future for Central State's being anything but what it presently is–an independent institution in the State's system of higher education." (See Appendices B and C)

While there are some obvious disadvantages of having two major state supported institutions in close proximity, there are some significant advantages as well. Currently, higher education is faced with some serious challenges in terms of enrollment, the type of students to be served, programs, and special community services. Additionally, state and national strides toward integration create a unique opportunity for the surrounding institutions and Central State to function in concert. A cooperative venture in this area could demonstrate the possibilities of delivering a comprehensive educational program while offering an invaluable multi-ethnic experience.

The Southern Regional Education Board, 1973, published "Suggestions for Achieving Unitary State Systems of Higher Education." The article contained the following about neighboring institutions.

> "Proximity provides an opportunity to meet societal needs more effectively through programs conducted jointly by institutions which have traditionally served different ethnic groups. Examples of these are: Teacher Education, to prepare teachers to be effective in the desegregating school systems; Study of Urban Problems, to deepen the understanding of ethnic factors in the urban society, particularly in the inner city; Fine Arts, to utilize the unusual strength of the fine arts as a medium for intercultural understanding and communication."

Issue 2:

The procedure for allocating State subsidy to Central State University is not equitable.

The Committee found that the state subsidy distribution system does not consider the problems of small institutions. Campuses in a state university system must compete for top level administration at approximately equal salary, whether they have 2,500 or 10,000 students. Yet recognition of this kind of problem has never been incorporated into the subsidy distribution system.

In addition, the uniqueness of educating the student body found at Central State University has never been recognized by the subsidy distribution formulas. This fact, the Committee feels, has led to inadequate funding for Central State University over the years.

CSU students have less per capita income than students at most other four year state institutions. Consequently, less money is generated from fees, food and other services which are essential to the economic stability of a university.

In order to overcome these problems, in part, the Ohio General Assembly has provided special operating appropriations to the institution since 1968. Tables 1 and 2 highlight the recent state expenditures.

While the supplemental operating appropriations have greatly assisted the University in maintaining its program, these funds have not provided the firm base necessary for continued growth and development. It should be emphasized that CSU has almost no endowment income and by reason of its short life and relatively small number of alumni the usual sources of important additional revenues and support are severely limited.

TABLE 1

Central State University
State Appropriation 1968-75

FY	SUBSIDY FORMULA APPROPRIATIONS	SUPPLEMENT	TOTAL
1968	$1,574,575	$ 671,425	$2,246,000
1969	1,487,750	928,250	2,416,000
1970	1,730,000	1,500,000	3,230,000
1971	1,905,000	1,500,000	3,405,000
1972	1,933,000	1,875,000	3,808,000
1973	1,990,000	1,875,000	3,865,000
1974	1,971,720	2,300,000	4,271,720
1975	2,271,280	2,425,000	4,696,280

TABLE 2

Per Student Expenditure 1972-73*

	Central State	Average for Public Universities
Total for all programs	$2,115	$2,042
General Studies	1,545	1,101
Baccalaureate General	2,402	1,722
Baccalaureate Professional	2,881	2,523

*OBOR Resource Analysis 1972-73

UNIQUENESS

The Black college and university has made a lasting impact on American life. These institutions—and Central State ranks among the leaders—have produced vast numbers of teachers for our schools, social workers for our problems, and physicians for our health care delivery system. The absence of a Central State University in Ohio would have resulted in appreciably different educational, social, and political systems than presently exist in our state and major metropolitan areas.

In the past—as in the present—these institutions have welcomed students with varying levels of preparation for college, from the able students who could have chosen any college to the many who are deemed to be inadequately trained for predominantly white colleges and universities. While, historically, the overwhelming numbers of these students were denied admission to white institutions solely because they were Black, the performance of many of the standardized entrance examinations precluded their admission. At Central State University in 1972, for example, 85% of the entering freshmen had ACT (American College Testing) scores below 16 points, as compared to an average score of 20.5% across the state. Others could not pay the cost of the educational experience. Presently, approximately 75% of the Central State student body receives financial support from the Ohio Instructional Grant and other scholarship and loan programs.* The percentage of students participating in the OIG and other programs at other state-supported institutions averages approximately 18.5%. Many of CSU's students do not possess the "cultural sophistication" needed to carry them successfully through the entrance process or the self-confidence to compete at an institution where the overwhelming majority of fellow students are better prepared and equipped.

Despite these problems (intensified by inadequate funding) Central State has produced graduates who have competed successfully in all areas. In fact, there are more Black graduates from Central State holding responsible positions in the educational system of Ohio than from any other university.

It is difficult to isolate the factors which have contributed to the success of Black colleges and universities in working with the educationally ill-prepared student. One common theme which persists throughout all of these institutions is the atmosphere of expectancy which is created—an atmosphere which envelopes the first-year student and implants in him the notion that anything less than success is unacceptable. These institutions never release him from his obligation to do well, and the student continues to strive for success even after graduation. Many students have gone on to obtain advanced degrees, some from predominantly white institutions, while others have achieved prominence in various careers in both the public and private sectors.

Educators indicate that several other factors have been contributors to the successes of these colleges.

1. The atmosphere of these colleges has served as a stimulus to deprived youth.
2. Peer groups, faculty, and an environment similar to the cultural background of the student have offered the kind of security necessary for success.
3. These colleges have provided cultural, social, political, and religious experiences in addition to the strictly educational and academic ones.
4. These colleges have served as part of the extended family, providing the student a crucial bridge between home and community and the rigors of independent citizenship.
5. These colleges have a total commitment to educating and improving the quality of life for Black students.

In addition, Central State University and its counterparts have tended to have smaller enrollments than many other institutions; this smallness has provided the unique opportunity for students to receive the highly personalized attention from the faculty that would not ordinarily be received in a larger institution. At present, with a faculty of 140, the ratio of students to faculty is lower than the state average.

*Each Ohio student enrolled at Central State University may receive a statutory fee remission upon the authorization of legislative members. The state pays to Central State a supplement replacing this loss averaging, at present, $100.00 per quarter.

TABLE 3

Student-Faculty Ratio

Level	Central	State Composite
General Studies	24.7:1	27.0:1
Bacc. General	13.5:1	17.8:1
Bacc. Prof.	10.1:1	12.1:1

Smaller classes, plus what both students and faculty see as a sincere commitment to helping the student learn, are unique characteristics which the University feels it must not lose in its efforts to increase enrollment.

Although Central State University was established to serve the educational needs of Black students, one of the significant characteristics of the institution, at present, is the degree of integration it has achieved. Thirty-nine percent (39%) of the current faculty is non-black, and approximately twelve percent (12%) of the students are white. The Board of Trustees of the institution is also integrated.

While figures on the degree of integration at other state institutions are unreliable, Kent State University, thought to have the most integrated of the institutions' faculty and student body, has a non-white undergraduate enrollment of approximately 7.3%; four percent of the Kent State University faculty and staff is non-white.

An exhaustive investigation of undergraduate enrollees, faculty, and staff at both public and private colleges and universities in this state would probably reveal that CSU is the most integrated institution of higher learning in Ohio.

ROLE AND MISSION

As one of the 12 baccalaureate institutions in Ohio's system of public higher education, Central State University is supported by the taxpayers of this state. It is open to all persons regardless of color, race, sex, religion, ancestry, or national origin. However, the other state supported institutions are committed mainly to serving average, above average, more advantaged and mostly white Americans. Responsibility for educating educationally disadvantaged may go unmet in Ohio if it is not assumed by Central State.

The University offers a variety of programs designed to serve the academic, cultural, and vocational needs of students in light of expanded career opportunities.

The University must continue to provide, in a close community atmosphere, a multi-ethnic experience to students from various academic backgrounds to better enable them to function effectively and to contribute positively in a pluralistic society; and the University must continue to serve as an agent for transmitting the heritage of its various constituencies.

(a) EDUCATION

The University's *primary objective* is to provide quality educational opportunities for its students.
Central State has a unique role to play in:

- helping to interpret the views of the minority community to the State and its citizens;
- providing a forum where Blacks and Whites can meet to exchange ideas and information on a variety of issues; and
- providing a conference center where seminars and other educational programs can be held for organizations serving the Black communities of the State.

Because of its tradition of developing the educationally prepared and the unprepared student into a competitively competent citizen, this University has the crucial task of sharing with other educators, on the university as well as secondary levels, the techniques utilized to bring about its success in teaching and socializing young people

(b) COMMUNITY SERVICES

Community Service has always been an essential part of the Black college's mission. Alan Pifer of the Carnegie Commission summarizes the Black institution this way:

Accomplishments of Black institutions have been considerable. For many years they have provided virtually the only higher educational opportunities for Negroes, since nearly all Blacks were in the South, and these were the only institutions open to them. As recently as 1947, between 80 and 90 percent of all Blacks who had obtained degrees had earned them at Negro colleges. Among their approximately 400,000 Alumni, are some 80 percent of all Black physicians and virtually all the Black dentists now practicing, three quarters of our Black military officers, three quarters of the Black scholars who have gone on to get their Ph.D.'s and about sixty percent of high-level Black Federal Civil Servants. . . Finally, educating the children of the poor Black families is the strongest single justification for the continued existence of Black institutions.

Central State's contribution is of comparable importance. While, historically, Central State University has served students drawn from throughout the nation, it is interesting to note that a sizeable percentage of those coming from outside the state settled within Ohio and are today employed in business, industry, education, health fields, and state and local government.

Because of its tradition as a national institution (as recently as 1966, out-of-state students made up over one-third of the University enrollment) Central State has been hurt critically in its recruitment efforts by State quotas on non-residents and by the dropping of subsidies for all but Ohioans. Despite this lack of subsidy Central State University continues to attract a large percentage of its students from other states. In the 1973-74 academic year, 24% of the University's enrollment was composed of out-of-state and foreign students. Central State University's percentage of out-of-state to total undergraduates was the highest of all the State-supported institutions, as shown in the following table.

TABLE 4

Percent of out-of-state enrollment across State for 1973

BGSU	CENTRL	CLEVE	KSU	MU	OSU	OU	WSU	UA	UC	UT	YSU
6%	24%	1%	7%	14%	7%	18%	2%	3%	8%	4%	13%

In addition, the University has continued to reach out to its constituency and to offer viable services. The Central State West Center in the Dayton (Ohio) Model Cities neighborhood is an example of the institution's reaching out to serve a clientele largely unreached by other educational programs. Approximately 175 residents of Dayton's inner-city participate in the outreach educational program at Central State University. Federal funds have supported this project, which has demonstrated the necessity for the University to reach out to a clientele which is traditionally ignored by other educational programs, for the past two years.

The need for special programs in the minority community of equal importance to the University's interpretation of community service. Myriad opportunities for special community service efforts abound and include:

(a) Adult and continuing education, including consumer education for the "poor," and mid-career education;

(b) Development of entrepreneurship within the minority community; and

(c) Cultural and social programming emphasizing, for example, Black Theatre Arts.

Most of these programs would not necessitate great financial investment by the University; implementation of such efforts requires, primarily, the commitment of faculty and staff and the better management of limited resources. The benefits of such efforts to the University are potentially great, both for the recruitment of new students and for the reestablishment of the institution in the public mind as a center of quality education and service.

Opportunities for an expanded community service role abound. While recognizing that community service programs must in no way detract from the University's academic objectives, special projects can be developed, with relative ease, which complement the classroom training which students receive.

CENTRAL STATE UNIVERSITY – IN PROSPECT

RECOMMENDATIONS

Central State University is a viable institution which has done an exceptional job in educating those students who were, for the most part, not recruited or wanted by most other schools in this state. However, like all universities, and especially institutions with a large percentage of minority students, Central State University is faced with adapting its program to meet the challenges of a rapidly changing society. Under the present leadership of Dr. Lionel Newsom, the University has begun to address many of these issues. Presently there is a growing feeling of security among all segments of the University community which should enhance the process of change and reorganization that is needed if the institution is to become an exceptionally good undergraduate institution.

The Committee believes, on the basis of its work, that recommendations for remedying many of the problems plaguing the University should be addressed to various quarters–Central State University Administration, Faculty, Students, Alumni, Board of Trustees, Ohio Board of Regents, and the Ohio General Assembly–where the authority and responsibility for change rest.

We feel that a committee composed of the University's administration, senior faculty representatives, students and trustees should be appointed immediately to draw up a specific timetable and procedure for implementation of recommendations.

THIS COMMITTEE MAKES THE FOLLOWING RECOMMENDATIONS TO:

CENTRAL STATE UNIVERSITY ADMINISTRATION

1. *Focus immediate attention on strengthening both the educational and financial bases of the University.*

   It is the Committee's view that a plan should be devised for approval by the Board of Trustees which will strengthen and economize the administration of the University. The elimination of colleges within the University and the grouping of courses by divisions rather than departments could result in a reduction of administrative overhead and of underutilized departments. In addition, a careful review of course offerings at the University, by the administration, faculty and Board of Regent ' staff, should be undertaken with the objective of combining small enrollment and duplicative courses where feasible and developing interdisciplinary approaches where practical.

   Resources, both money and staff, realized from reorganization should be applied, whenever feasible, to buttressing both the academic and supportive sources–e.g., public relations, development, etc.–of the University.

2. *Reallocate faculty and staff resources so that they conform more nearly to numbers needed to teach 2,500-3,500 students.*

   While the committee is fully cognizant of the importance in a University of having a highly trained and experienced teaching faculty and staff, it is apparent that at Central State University the ratio of Faculty-Staff to students is higher than normal for the state.

Such a situation must be corrected when one considers the financial program of Central State University, even though there may be supporting reasons for this rather unusual situation.

The committee believes that a reallocation program can be implemented in such a manner that it will not have a negative effect on the teaching program or on the general morale of the faculty and staff.

3. *Expand cooperative relations with schools in the Miami Valley Consortium and especially with neighboring Wilberforce University.*

Significant attention must be focused on developing expanded cooperative relationships and programs with Wilberforce University. The proximity of the two institutions and the limited resources with which both operate should serve as stimuli to joint programming whenever feasible. The employment of professional public relations consultants to undertake aggressive media campaigns, especially with the minority press and radio stations, is, perhaps, an area where costs could be shared. Development of cooperative short courses and evening and summer programs are other possibilities, as are the utilization of certain supportive services—e.g., health care center, fire and postal services, athletic facilities, etc. The combining of resources and utilization by faculty, staff and students of both institutions of specific facilities and programs should result in savings for both Central State and Wilberforce Universities—and in expanded efforts which neither institution could mount alone.

4. *Focus special attention on business management of Central State University to assure that all possible investments (e.g.—short-term notes) are made and all savings are realized.*

In the past several years, the financial posture and position of institutions of higher education have reached precarious levels. These institutions can no longer neglect their fiscal programs or indulge in the notion that their educational concerns are distinct from the financial concerns of the institutions. With inflationary costs, the high cost of educational equipment and teaching aids, and the higher salary scale which must be considered for the professional and nonprofessional staff, the only possible means of survival, without increasing student fees significantly, is to bring strong financial management into the college program.

5. *Work toward making all auxiliary services self-supporting.*

For various reasons which are documented in this report, CSU is unable to maintain self-sufficiency in auxiliary services. A 1973 report showed that CSU has requested a transfer of funds (1½ million) from instructional and general revenue funds to support its auxiliary services. A portion of the one and a half million dollars was requested for the student union, inter-collegiate athletics, and student health services.

While this will be a necessary pattern for the immediate future, the committee's view is that the institution must work toward making auxiliary services independent operations.

6. *Continue to develop creative and imaginative programs in relation to minority community, the State, and regions such as:*

   (a) Pre-service and in-service training of teachers and counselors for work in desegregated/integrated settings;

   (b) Adult and continuing education programs for those unemployed, underemployed, and those in mid-career development;

   (c) Continue seminars and programs with industry and business units, educational organizations, associations and other educational enterprises utilizing the University's facilities and faculty; and

   (d) Develop a more positive relationship with the communities of Wilberforce and Xenia and the larger citizenry of Ohio through the use of the University's facilities by such groups as professional organizations, League of Women Voters, high school sports events, religious organizations, etc.

7. *Strengthen the University's development office so that private and public funds can be sought more aggressively and successfully.*

The University must place additional resources in the development office to strengthen its program development and fund raising capability. Alumni, as well as other philanthropic resources, must be developed and cultivated in an effort to raise additional monies for program and related activities.

8. *Strengthen the University's placement office so that better information is available concerning graduates and their careers.*

While the Committee is impressed with the percentage of students attending graduate schools or receiving employment, it is concerned about the large percentage of "unknown students," particularly for 1973. This figure (53.8%) would suggest that more attention should be given to placement on the part of all college divisions, cooperative education and career education. All information concerning placement should be coordinated by the Placement Office.

9. *Reorganize recruitment program to maximize productivity, proficiency and plurality.*

The institution must utilize a highly skilled staff and an innovative public education technique in recruitment (mass media, billboards, etc.). Additionally, there must be an effort to:

(a) Utilize students and alumni more effectively in contacting potential students, and

(b) Concentrate attentions on all high schools (public, private, and parochial) to get an academic and social mix of students.

In addition, Central State should strengthen cooperative relations with Sinclair Community College, Cuyahoga Community College, and other state two-year colleges to encourage students to complete their baccalaureate degree at the institution.

10. *Open channels of communication between the citizens of Ohio and the Central State community.*

Better communication and appreciation can be accomplished through a multiple approach. The institution should develop:

(a) On and off-campus seminars and "mini courses" addressing contemporary issues of public interest;

(b) Evening courses to attract additional nearby students to campus—e.g., college work for military personnel and employed persons;

(c) Pre-college summer programs in English and Mathematics which are geared to students entering college in the fall, and are supported by demonstration grants to recruit students, conduct programs, and evaluate results; and

(d) A process for saturating the citizenry of Ohio continually and systematically with programs and activities at the University which are deemed positive and progressive.

A special effort should be mounted to open channels of communication between Ohio public officials and Central State University students, faculty and trustees, so that the former will have a greater knowledge and appreciation of the factors which go into making decisions which affect the institution and all State-supported colleges and universities.

11. *Focus attention on good planning for future capital improvements.*

One of the major weaknesses cited in the teacher training program of Central State University by the State Department of Education was the inadequacy of transportation for students to and from practice teaching sites. Moreover, students mentioned repeatedly to Committee Members the inaccessibility of part-time employment, recreation, and social services because of inadequate transportation to and from Xenia and Dayton. Central State University should develop, in cooperation with neighboring Wilberforce University (if possible), a small fleet of vans or comparable vehicles. Regularly scheduled trips to and from Xenia and Dayton should be instituted to accommodate students in practice teaching, evening classes, and community service and employment activities.

FACULTY

1. *Work closely and cooperatively with University administration to implement programs to strengthen the institution.*

Strengthening the institution's educational program will require an enormous, unselfish effort by the total Central State community. The University faculty must assume a major responsibility in this effort* by:

(a) Helping to strengthen the institutions academic programs; and

(b) Working toward the elimination and combination of duplicative course offerings and classes of less than 15 students. Commitment beyond the usual will be required. The Committee feels that it is absolutely essential for creative, careful planning to be undertaken with the objective of offering the best education possible with the greatest economy.

2. *Correct, immediately, the inadequacies noted in State Board of Education report to Central State University on its teacher training program.*

In a cover letter to the University, attached to the report of the State Evaluation Team, the State Superintendent of Public Instruction stated "the evaluation team was genuinely impressed with the plans and programs underway in the college to overcome these concerns." The Committee endorses the continuing efforts of the College of Education in addressing the concerns of the evaluation team and urges the continued pursuit of excellence.

3. *Develop innovative, interdepartmental programs and cooperative relationships to maximize present resources and to garner additional support.*

Innovative programs, interdepartmental efforts and cooperative relationships with other institutions help to maximize resources, to eliminate duplications and to provide both students and faculty with an educationally stimulating environment. Moreover, such efforts can bring to a University community the excitement and creativity necessary to attract students, financial resources and excellent faculty and staff.

4. *Assume responsibility for aiding the Public Relations office in its effort to inform the Ohio public of the programs and community activities offered by Central State.*

A constant complaint heard by this Committee was the lack of public information about Central State's contributions to this State. The responsibility for this type of positive public information is difficult to assign. It is critical, however, for faculty to assume that it has discharged, individually and collectively, its responsibility in this area by providing the University Public Relations office with notices of all events, achievements, etc., emanating from the various departments and faculty members.

5. *Seek out opportunities for cooperative relations with other institutions in Miami Valley Consortium so that Central State University's resources can be better utilized and Central State University students can benefit from programs at other institutions.*

In one of several conversations held at Central State, a student observed that the State of Ohio missed an opportunity to create a multicultural educational system unequalled in the nation when it chose to build a new institution in close proximity to the Central State University campus. While the Committee agrees with this observation, it feels that the Miami Valley Consortium now presents a tremendous opportunity for multicultural learning. By taking a leadership role in the Consortium, Central State University can enhance the multicultural educational opportunities available to all students and faculties of the member insitutions. Moreover, expanded cooperative efforts among Consortium members would enable Central State University, as well as the other institutions, to take further advantage of their strengths and to strengthen those efforts in which they are weaker.

6. *Promote positive relations with Alumni Association.*

The Committee is impressed with the number of illustrious Central State University graduates. The records show that their accomplishments are great. It is the opinion of the Committee that a great deal can be accomplished through the efforts of faculty members to improve the alumni/institution relationship. To facilitate this effort, a number of specific projects should be undertaken which could lead to greater alumni involvement in and loyalty to the institution. Faculty members should, for example, develop annual seminars for alumni which provide two to three day learning opportunities. Additionally, former students could be utilized as visiting lecturers and contacts for recruiting, as well as for feedback on how specific educational programs can be strengthened. Such returns to campus would provide students with successful role models and possible job contacts after graduation.

7. *Set up an On-Campus Committee on the improvement of teaching and sponsor a regional conference on this issue.*

Central State University has a highly experienced faculty with impressive credentials. It is a faculty which has had more experience and success in educating ill-prepared students than any other in this State. As a consequence, the Committee

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*A study by Blau (1974) showed that good faculties were crucial to the attraction of good students.

feels that the Central State University faculty has much information to offer to its colleagues in other insitutions. A regional seminar, planned and implemented at Central State University which focuses on this special area, would serve both to stimulate a new interest in improved techniques at CSU, and to assist members of other institutions, which are now, for the first time, teaching an appreciable number of educationally disadvantaged students.

8. *Focus faculty resources on programs with high potential and proven strengths before initiating curricula in new areas.*

It is urgent that the faculty reassess resources in terms of present and future programs. Changes in the economy and in the type of student attending school bear heavily on the need to consider programs with high potential and proven strengths. In addition, the initiation of substantial new curricula and the reinstatement of graduate programs at this juncture would drain critical resources from Central State University's primary objective—quality undergraduate education.

STUDENTS

1. *Support a progressive constructive student government program.*

The university or college campus is a complex community with much the same structure of community living and responsibility as that of a village, town or city. The relatively isolated location of Central State makes it a more cohesive community than most, in terms of style, needs, survival, etc. One important element of this cohesive community is *student governance.* This is a crucial student function which cannot be delegated to any other university body. It is essential for learning, for discipline and for protecting the rights of all. The Committee feels that the true strength of the Central State student body rests, to a great degree, in its ability to assume a responsible leadership role in the total life of the University. Further, it is our opinion that the inter-fraternity and inter-sorority councils, along with non-fraternal groups on the University campus, should be encouraged to:

(a) Promote stronger and more widespread student government participation; and

(b) Become involved in promoting an awareness and recognition of the unique character of the Central State University.

2. *Sponsor an educational program within the student body to improve the public image and public posture of the University.*

In a number of visits to the Central State University campus, members of the Committee heard a common concern which dealt with the negative publicity (or the lack of publicity) related to the institution. The Committee feels that while the institution has a Public Relations office, this effort to familiarize the public with Central State University should be shared by all. Students can play a significant role, individually and collectively, in such a community relations program. Student leadership groups should focus energy on designing specific activities which could be undertaken by them to aid the University. An approach to developing awareness and a better public image of the institution should permeate all phases of student life. This is essential to the future of the University and to the educational experiences of the student body. The ability to communicate in writing and speaking, and the ability to map out strategies for an attack on this problem, bring to life the true *meaning of education.*

3. *Demonstrate a commitment to Central State University before and after graduation.*

Statistics show that money generated by tuition, room and board, and other institutional charges does not cover the entire cost of educating students. In this vein, the Committee urges senior students to design a process whereby their continued involvement in the life of the institution is assured. Joining the Alumni Association is one method. Another is to start a living endowment for the University and/or to request a minimum yearly pledge of money to the University after graduation.

4. *Encourage students to attend and participate in special all-college programs, such as the cultural arts series, convocation, charter day, etc.*

The institution is responsible for making available to the student body special programs, featuring people from various careers, experiences, and cultures, through cultural arts series, convocation, charter day, etc. On the other hand, learning is a personal process, and therefore, student participation is of equal importance. The Committee feels that educating today's youth is an arduous task for both students and the institutions which they attend; hence, every effort should be made to augment the opportunity.

5. *Organize, in cooperation with the Administration, an annual award to recognize an individual faculty member (or members) for outstanding teaching performance.*

It is the Committee's opinion that formal recognition of an outstanding faculty member by students offers great incentive to that professor and, hopefully, encourages the pursuit of excellence on the part of other faculty members. It is further felt that the definition of a strong professor may not be found solely in his or her ability to transmit knowledge to eager and waiting ears, but also in his or her willingness and commitment to help individual students handle the complexities of student living. That professor is an integral part of the Central State community whose teaching and life style can serve as examples of moral and professional leadership.

6. *Develop an approach to attacking issues and problems concerning Black people and Central State University.*

There are several elements to this recommendation. The Central State student has a unique opportunity to:

(a) Initiate programs that will bring to life the curricula of the institution.

(b) Make a personal and practical application of skills and knowledge acquired about Black people; and

(c) Demonstrate that people of different backgrounds, cultures and ethnicity can function together productively.

ALUMNI

1. *Work closely with Central State University administration to develop projects to strengthen the institution.*

Alumni Associations are essential to the growth and development of an institution, for they provide funds, recruit potential students, publicize the University's programs and serve as a general resource which can be utilized for a variety of projects. In the Committee's estimation, the Central State University alumni can make even greater contributions to the University by focusing on specific projects, such as the following:

(a) Raise funds to expand the library collection by approximately 50,000 volumes over the next two years;

(b) Intensify recruitment efforts, especially in Ohio; and

(c) Serve as representatives of the University in different types of educational, civic or professional programs.

2. *Assume responsibility in the local community for informing the Central State University administration of special scholarship funds, foundations or programs which could benefit the University.*

While the committee is staunchly opposed to begging, it feels that a valiant attempt should be made by CSU alumni to inform their local communities of the progress of Central State and to encourage benevolent assistance.

3. *Organize, in cooperation with the faculty and administration, educational programs in which the alumni would return to the University for lectures, seminars and discussions.*

It is the Committee's view that a total commitment to the education of Black students and a strong expectation of success are two of the primary elements which have distinguished the predominantly Black institution throughout its history. The alumni must play a vital role in enhancing this strength of the University.

4. *Assist the College's administration and faculty by participating in annual programs, such as the freshmen orientation program, Charter Day, Homecoming Day, etc.*

By participating in annual programs sponsored by the University, former graduates have an excellent opportunity to provide successful role models to aspiring CSU graduates. CSU alumni can participate with various departments as resource people to assist in career development programs.

BOARD OF TRUSTEES

1. *Make a commitment to became more familiar with the educational program of the University.*

Because maximum autonomy of governance is desirable for an institution of higher education to function at its greatest capacity, the operation and management of CSU have been delegated to the board of trustees. It is in this vein that the Committee feels it is essential that CSU Trustees become thoroughly familiar with the role and mission of the University. The 1971 Ohio Master Plan for Higher Education states it this way:

> A state government necessarily expects that the board of trustees of a public institution of higher education will exercise its autonomy of governance with a proper concern for certain fundamentals of operation and of management. These expectations include:
>
> a. Commitment to learning as the basic mission of the enterprise.
>
> b. Emphasis upon the service to citizens obtained from higher education.
>
> c. The utilization of available resources in the effective accomplishment of clearly defined and generally accepted goals of higher education.
>
> d. Efficient management of process and of resources.
>
> e. Uninterrupted operation.

Finally, the committee strongly urges the Board of Trustees to institute a process whereby each new trustee receives a thorough orientation and training on the role, mission and uniqueness of the University.

2. ***Demonstrate greater commitment to the University's development by actively promoting the institution throughout Ohio, especially with the Board of Regents, local foundations, potential students and the public-at-large.***

In executing the functions of a trustee, each member should:

(a) Be a sales person for the institution and its programs with the business and educational communities;

(b) Seek philanthropic and foundation contributions to obtain special resources for the University; and

(c) Begin intensive programs to inform area legislators about Central State University . . . its needs, programs, successes and failures.

3. ***Be prepared to make a time commitment to the University.***

It cannot be overemphasized that due to the uniqueness of the University, Board participation is crucial in many ways. Furthermore, because of the special knowledge and skill required of an institutional trustee, every opportunity should be sought to utilize the time and talent of each trustee in assisting with the program of the University.

For many years Central State University has suffered from a lack of adequate support from the Board of Regents. Overt and vigorous support for quality education at this institution is an undeniable responsibility of the Ohio Board of Regents; it is a responsibility which must be discharged now if Central State University is to be viewed by the public as a permanent, viable part of Ohio's higher education system.

4. ***Seek a close relationship with alumni groups.***

It is essential that every avenue is used to develop the University to its maximum potential. Therefore, the Committee encourages the Board of Trustees to develop a closer relationship with former students of the University. The Board should become more conversant on the strengths of the various chapters, and the expertise within those chapters as they relate to various programs and curricular offerings.

THE BOARD OF REGENTS

1. ***Record publicly support of Central State University's continued existence as an integral part of the State system of higher education and support of its effort to increase the quality of education provided there.***

For many years Central State University has suffered from a lack of adequate support from the Board of Regents. Overt and rigorous support for quality education at this institution is an undeniable responsibility of the Ohio Board of Regents; it is a responsibility which must be discharged now if Central State University is to be viewed by the public as a permanent, viable part of Ohio's higher education system.

2. *Provide the necessary assistance to the University for reaching and maintaining its goal of quality education.*

The Board of Regents should make available special staff personnel to aid the institution as it revamps its structure and curricula. Further, the Board of Regents should use its influence and resources to secure whatever expert advice is needed to accomplish this goal (e.g.—business, management, curriculum design, fund raising).

3. *Consider first and second year students taking nine credit hours plus remedial courses full-time students for purpose of subsidy allocations.*

At present, State subsidy for FTE is based on 15 credit hours or a combination thereof, (1 FTE = one student taking 15 hours or three students taking 5 hours each, etc.). The committe feels that Central State's commitment to the education of a clientele which is ignored, for the most part, by other educational institutions, should be matched by a commitment from the Board of Regents to explore additional methods of securing for the institution a firmer financial base. The grouping of FTE subsidies for students in smaller course loads and remedial programs is a method which could aid in meeting this objective.

OHIO GENERAL ASSEMBLY

1. *A minimum funding level of $6,500,000 annually should be established for all State-supported universities.*

There are certain fixed expenses involved in operating an institution of higher learning. A minimum, guaranteed level of funding for each institution permits the university to engage in long-range fiscal and program planning, free to an extent, from the worry of fluctuation in student enrollment. This freedom is especially crucial to Central State University, for its recent history has focused too much on increasing enrollment rather than on the quality of educational experience. A guaranteed funding level would enable the new University leadership, in cooperation with the Ohio Board of Regents and other organizations, to engage in the kind of long-range program development which strengthens the institution's educational, fiscal and administrative capability.

2. *Offer incentives for a cooperative relationship between the cities of Xenia and Wilberforce and Central State and Wilberforce Universities such as the development of adequate sewage and water systems and joint use of facilities.*

It has been brought to the Committee's attention that the construction of new buildings at CSU would be hindered by inadequate water and sewage systems. It is the Committee's view that a joint effort in the development of a sewage and water system would greatly enhance the proficiency of the sewage and water services as well as the quality of the community relationship. Every effort should be made at all levels to seek cooperation with adjacent Wilberforce University for the purpose of arranging for the joint use of facilities which, in the long run, would be an economical step for both schools. This effort should include seeking funds from private foundations for other joint efforts such as a shared library. It should also include, as only one example, an effort by both Central State and Wilberforce to permit enrollment by students at one in classes at the other without fees. A determined resolution by all persons and agencies involved in making both institutions greater could be best fulfilled by successful planning in this area. Such planning should in no way undermine the status of Central State as a state-supported institution and Wilberforce as a private institution.

3. *Focus special attention on correcting physical facility deficiencies at Central State University by making an immediate capital grant to bring facilities and equipment up to standard.*

The Committee feels that an intensive rebuilding and renovation program should be initiated and that strong efforts should be made to assure that proper maintenance is provided. It is further felt that the educational needs of today's youth and the uniqueness of the institution's role and mission will demand that more attention be given to the academic and aesthetic aspects of the capital improvement program.

4. *Bring law into conformity by requiring the University business manager to report directly to the President, not to the Board of Trustees.*

Several years ago, the General Assembly altered the normal internal reporting system at Central State University by making the business manager of the institution report directly to the Board of Trustees, and not to the President. The

situation which precipitated this unusual change has been corrected. Central State University is managed by new leadership . . . leadership which should be given the responsibility for implementing all of the directives of the Board of Trustees of this institution.

5. *Establish five year terms for Trustees at State Universities to encourage innovation and greater participation.*

Because of the unique educational thrust and financial instability of Central State University, it is especially critical that this institution have a periodic input from new, innovative Board leadership. While the Committee feels that a five-year term will permit real contribution by individual board members, it recognizes that some Trustees should serve more than a single term. In any case, a maximum of two terms (10 years) of service seems appropriate.

CONCLUSION*

Strides made toward integration have resulted in the opening of many career opportunities to future Black college graduates that were not open in the past:

1. Black Graduates are no longer tied to three or four career areas: they have the options of selecting careers of their choice.
2. Black College Graduates can participate in decision making which affects the minority community to a degree never possible in the past.
3. Black College Graduates have an opportunity to participate in the development of Black entrepreneurship or "minority business."
4. Black College Graduates can participate in the wider horizon of the international community.

The significant studies undertaken by social scientists in the past several years relative to projecting the future horizons of this nation depict a nation in transition. Furthermore, the rapidity of social change will continue and even perhaps at an accelerated pace. It is stated that the forces of social change will challenge the ingenuity and creativity of the people to foster the necessary adjustment for successful community living. While social progress does not necessarily accompany the forces of social change, the fact that society must be oriented to accept change may result in developing a more healthy national climate regarding equality of opportunity, the dignity of the individual, and universal brotherhood.

Thus, it appears that future graduates can look forward to a much richer and more interesting life experience than past generations. However, it is in the context of these four options that the essence of Central State University's existence is justified.

The University should continue to provide a quality educational program for all students, and especially the specific needs of the educationally disadvantaged citizenry and the Black students of Ohio.

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* Portions of the contents of this conclusion are excerpts from a commencement address by Dr. Jerome Holland at the 1974 Graduation of Hampton Institute. *Options Along the Pathway of Community Involvement.*

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APPENDIX A

Member and Staff Biographies

MEMBER BIOGRAPHIES

Jerome H. Holland received his Bachelor's and Master's degrees at Cornell University and his Ph.D. degree at the University of Pennsylvania. He is the former President of Delaware State College (1953-1960) and Hampton Institute (1960-1970). On January 12, 1970, he was designated by President Nixon as Ambassador to Sweden and confirmed by the Senate on February 12, 1970. He has received numerous honorary degrees from various colleges and universities, including: Univeristy of Cincinnati, Virginia Union University, Ohio Northern University and Lincoln University. Dr. Holland presently serves as Director of a number of companies and corporations, including the American Telephone and Telegraph Company and Federated Department Stores, Inc.

M. Morris Jackson - Served as a member of the Citizens' Task Force on Higher Education. He attended Cleveland College and is a former Councilman in Cleveland. He has represented the 21st District of the Ohio Senate since 1967, and is a member of: The Citizens' League of Cleveland, National Association for the Advancement of Colored People and the Board of Trustees of the University Circle, Inc. He is also Public Relations Manager for Fisher-Fazio-Costa.

Morse Johnson is an Associate in the Firm of Magrish & Magrish, Cincinnati, Ohio. He is the President of the Board of Park Commissioners, on the Board of Directors of the City Charter Committee, Chairperson of the Board of Trustees of Cincinnati Playhouse in the Park and a member of the Governor's Council of the First Appellate District on Judicial Selection. He earned his undergraduate degree at Cornell University and a J.D. from the Harvard University Law School.

Benjamin E. Mays is President Emeritus of Morehouse College of Atlanta, Georgia. He is President of the Atlanta School Board, where he has served as a member since 1969. Dr. Mays received the Masters and the Doctorate Degrees at the University of Chicago; his undergraduate work was completed at Bates College, Lewiston, Maine, where he graduated with honors. He is a member of Phi Beta Kappa and Delta Sigma Rho. He has received over thirty honorary degrees from various colleges and universities, including: The Doctor of Laws at Harvard University, Cambridge, Massachusetts and the Doctor of Letters at University of Ife, Ile-Ife, Nigeria.

In 1969, Walter O. Spencer was elected President of the Sherwin-Williams Company; he was named Chief Executive Officer in 1971. He has served as Assistant Plant Manager of Sherwin-Williams Company of Cuba and supervised the construction of a plant in Venezuela. Prior to joining Sherwin-Williams in 1949, he received his Bachelor's degree at Western Reserve University. He has pursued graduate studies at Case Institute of Technology and the University of Chicago. Mr. Spencer is a Director of the Cleveland Trust Company and a member of the American Chemical Society, and the American Management Association. He is also a Director of the Greater Cleveland Growth Association, a member of the Board of Trustees of the Musical Arts Association and a member of the 50 Club of Cleveland. He serves on the Board of Trustees of United Torch and is a member of a number of Cleveland area social service agency boards and of the Cleveland Commission on Higher Education.

A Foundation Associate of the Cleveland Foundation, *Joan Miller Wood* received the Bachelor of Arts degree at Wellesley College, Wellesley, Massachusetts and the Master of Arts degree at the University of Pennsylvania. Her professional experiences include: National Urban Fellow, New Haven, Connecticut; Assistant Director for Program Development, Office of Economic Opportunity, Louisville, Kentucky; and Director of Program Development and Evaluation, OEO, Louisville, Kentucky.

STAFF BIOGRAPHY

Homer Sippio, Project Coordinator, is serving as Higher Education Intern with the Ohio Board of Regents through an intern program sponsored by George Washington University of Washington, D.C. The intern program, known as W.I.E. (Washington Internship in Education), is funded partly by the Ford Foundation and partly by the Ohio Board of Regents. Prior to becoming an intern, Mr. Sippio worked for the State Department of Education in Austin, Texas. His undergraduate degree was earned from Prairie View A & M University, and his Master's of Education degree was earned from Stephen F. Austin University at Nacogdoches, Texas.

APPENDIX B

THE CLEVELAND FOUNDATION
GREATER CLEVELAND ASSOCIATED FOUNDATION
700 NATIONAL CITY BANK BUILDING
CLEVELAND, OHIO 44114
TELEPHONE 861-3810

March 22, 1974

Dr. James A. Norton
Chancellor
Ohio Board of Regents
88 East Broad Street, Room 770
Columbus, Ohio 43215

Dear Dr. Norton:

Our Task Force has known since it began its efforts that the State of Ohio has no plan nor intention to close Central State University. We have conveyed this fact to members of the Central State community on several occasions in an attempt to squelch the rumor of the institution's closing.

Recently we have been queried, on several occasions, about the State's intention to merge Central State University with Wright State University or another public-supported institution in close promimity.

It would be very helpful to us—and to the Central State community—if you could comment on the probability of a merger. This appears to be a rumor which if fairly widespread and which needs confirming or dispelling.

Thank you for your attention.

Cordially,

Joan Miller Wood
Chairman
Task Force on Central State University

JMW:tm

APPENDIX C

OHIO BOARD of REGENTS
30 East Broad Street, 36th Floor
Columbus, Ohio 43215
(614) 466-6000
Dr. James A. (Dolph) Norton, Chancellor

John Marshall Briley, Chairman
Robert F. Doolittle, Vice Chairman
David G. Hill, Vice Chairman
Marvin L. Warner, Vice Chairman
Paul E. Belcher, Secretary
Thomas L. Conlan
Donald L. Huber
Mary Ellen Ludlum

March 25, 1974

Mrs. Joan Miller Wood
Chairman
Task Force on Central State University
700 National City Bank Building
Cleveland, Ohio 44114

Dear Joan:

Your inquiry about the probability of Central State University's being merged with Wright State University or any other institution in the State system is a welcomed one.

There is no plan or possibility in the foreseeable future for Central State's being anything but what it presently is . . . an independent institution in the State's system of higher education. The record of State expenditures at the University in recent years, coupled with the appointment of your Task Force to help articulate an improved program for the institution, speak to our commitment to Central State University as an integral, independent part of the system.

Sincerely,

Chancellor

JAN:bd

APPENDIX D

MAJOR CAPITAL IMPROVEMENTS
BY CENTRAL STATE UNIVERSITY

YEAR	BUILDING NAME	BUILDING COSTS AND FIXED EQUIPMENT
1964	University Union	$ 950,000
	Williamson Hall (Dorm)	1,000,000
	Lane Hall (Dorm)	1,128,000
	Mercer Cafeteria	220,000
	Dabney Cafeteria	237,000
1970	Anderson Hall (Dorm)	1,785,000
	Green Hall (Dorm)	1,785,000

PROPOSED FOR IMMEDIATE ATTENTION
(Utility & Renovation Funds)

Wesley Air Conditioning	$ 80,000
Pole Building	85,000
Pool Improvements & Corridor	100,000
Add Alternates to Gym	150,000
Galloway Tower Repair	35,000
Update Lackey Health Center	40,000
Xenia Sewer	500,000

AS PREVIOUSLY SUBMITTED TO OBOR FOR CAPITAL FUNDS
(Through 1979)

Library Addition	$ 1,500,000
Outdoor Education Center	120,000
Administration Building	1,000,000
Stadium and Lighting	1,500,000
Maintenance Complex	2,000,000
Health Center	1,250,000
Classroom & Office Building	2,500,000
Addition to University Union	2,000,000

(Additional expense items such as water, sewer, and steam heat improvements must come from an average Utility and Renovations appropriation of $1,500,000 each biennium.)

APPENDIX E

CAPITAL IMPROVEMENT APPROPRIATIONS

1963-1973

AT CENTRAL STATE UNIVERSITY

General Classroom Building (Wesley Hall)	$ 905,947
Physics and Biology Building Expansion	1,511,586
College of Business Administration Building	1,097,048
Technology Education Building	1,964,888
Reconstruction, Beacom Gym	915,000
Cultural and Performing Arts Center	6,000,000
Utilities and Renovations	5,064,409
	$ 17,458,878

APPENDIX F

SOME ASSUMPTIONS RELATIVE TO INSTRUCTIONAL SUBSIDIE.
CENTRAL STATE UNIVERSITY

A. Actual - 2585 Enrollment
FTE Enrollment
1973-74

Actual Distribution			EARNINGS	1,520,174	Eligible FTE
Gen. Stu.	1,154	45%		78,869	96% Rule
Technical	24	1%		183,355	Adj. for Declining Enrollment
Bacc. Gen.	1,162	45%		164,515	Adjustment
Bacc. Prof.	242	9%		1,946,913	
	2,585	100%		2,062,500	Supplement
				237,500	Emergency Budget
				4,246,913	

B. 3,500 FTE*

		1973-74 Rate	Amount
Gen. Stu.	1,575	551	$ 867,825
Technical	35	1,050	36,750
Bacc. Gen.	1,575	1,171	1,844,325
Bacc. Prof.	315	1,680	529,200
	3,500		$3,278,100

C. 5,000 FTE*

Gen. Stu.	2,250	551	$1,239,750
Technical	50	1,050	52,500
Bacc. Gen.	2,250	1,171	2,634,750
Bacc. Prof.	450	1,680	756,000
	5,000		$4,683,000

*Assumes All Enrollment Are Eligible For Subsidy

DRR 2/25/74

APPENDIX G

Central State University

Placement Report for 1970-73

	Graduates	% in Graduate School	% Employed	% Unknown
1970	494	42.5	27.1	30.3
1971	422	23.9	45.7	30.3
1972	342	16.9	46.8	36.3
1973	394	18.0	28.2	53.8

APPENDIX H

COUNTY ENROLLMENT
STATE OF OHIO
WINTER QUARTER 1973-1974

COUNTIES	MEN	WOMEN	TOTAL
Allen	3	4	7
Ashtabula	1	5	6
Auglaize	1		1
Butler	16	8	24
Champaign	9	4	13
Clark	83	44	127
Clinton	2	4	6
Crawford	1		1
Cuyahoga	81	53	134
Darke	1		1
Delaware		1	1
Erie	1	1	2
Fairfield	2		2
Fayette	3	1	4
Franklin	65	38	103
Gallia		2	2
Greene	222	180	402
Guernsey	1		1
Hamilton	90	44	134
Highland	2	1	3
Huron		1	1
Jefferson	3	1	4
Knox		1	1
Lake		1	1
Lawrence	1	1	2
Licking	1		1
Lorain	2	5	7
Lucas	9	9	18
Madison		3	3
Mahoning	4	5	9
Medina	1		1
Miami	6		6
Montgomery	342	255	597
Muskingum	4	4	8
Paulding		1	1
Preble	1		1
Richland		1	1
Ross	3		3
Scioto		2	2
Seneca	1		1
Stark	4	3	7
Summit	20	10	30
Trumbull	7	3	10
TOTALS	993	697	1690

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